



Supervision Policy

Children need a safe and secure environment to learn and grow. The importance of actively supervising children to promote learning, health and safety is reflected in the Quality Area 2 of the National Quality Standards (NQS). Services have a responsibility to protect the health and safety of each individual at all times. A service's health and safety policies and practices affect an individual's physical and psychological health and safety.

The Supervision Policy is important not only for children, families and educators, but relates to every person who enters the service's premises.

Legislation and Government Requirements

Workplace Health and Safety (WHS) Legislation
Education and Care Services National Law Act 2010 (Vic)
Education and Care services National Regulations

Policy statement

- Frieda Corpe Kindergarten has a duty of care to provide all persons¹ with a safe and healthy environment.
- The kindergarten defines 'supervision' as the active supervision of children for health and safety reasons and the type of supervising which promotes, supports, builds on and challenges children's learning and development.
- The Kindergarten's Supervision Policy is committed to:
 - complying with South Australia's Licensing Regulations and adult/child ratios;
 - ensuring that children are supervised at all times;
 - considering the design and arrangement of children's environments to support active supervision;
 - using supervision skills to reduce or prevent injury or incident to children and adults;
 - guiding educators to make decisions about when children's play needs to be interrupted and redirected;
 - supporting educators and their teaching strategies;
 - providing consistent supervision strategies when the kindergarten utilises relief educators; and
 - acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

There may be circumstances where the service increases the adult ratios above licensing requirements to improve children's safety. This can include during excursions, when children are swimming in or playing near large volumes of water (swimming pools or fishponds), or when children are unwell.

- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's Supervision Policy, procedures and practices.
- The service also complies with Department for Education policies & procedures, WHS National Standards, codes of practice, Australian Standards and best practice recommendations from recognised authorities.

Strategies and practices

Principles of active supervision

Supervision is one of the most important caregiving strategies and skills required by educators/staff to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children learn through play.

It is important for educators to be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate surroundings but also in the service as a whole. This requires educators to be conscious of the environment around them and attuned to the needs of individual children.

Close observation of children is important. Educators who are attuned to children's needs and can recognize when children need support or wish to play without adult support.

It is also crucial that educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist staff to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Actively engaging with children is an important part of supporting their learning. Effective supervision requires a combination of observation and involvement.

Different factors can impact the effectiveness of supervision including:

- *Positioning of educators in the environment*
- *Scanning the environment*
- *Listening when children play*
- *Knowledge of the environment and its potential risks*
- *Setting up the environment*
- *Transitioning groups of children*
- *Knowledge of the children in care and understanding how groups of children interact and play together*

Staff, students and volunteers as role models

Children learn through example and modelling is an important way to teach children about safe behaviours and practices. Staff, students and volunteers must comply with the Supervision Policy and associated policies including Behaviour Code and Interactions with Children

Excursions and activities outside of Kindergarten

Additional supervision practices may be required to ensure the safety and wellbeing of children, staff and volunteers on excursions and activities outside of the Kindergarten.

Minimum ratios of 1 adult to 6 children is required for excursion activities (see below for aquatic activities).

When planning excursions, a risk assessment is mandatory and should consider potential additional supervision requirements that can arise in unfamiliar environments. Examples include (but aren't limited to):

- Use of public transport
- Private charter transport (eg bus hire)
- Public spaces – both indoor and outdoor
- Interactions with general public
- Additional support required for children with specific medical conditions, or behaviour needs

Supervision should provide a high degree of support for all children to ensure their safety and wellbeing, as well as the safety and wellbeing of staff, volunteers and the general public (where applicable).

Specific examples include (but aren't limited to):

- Public and private charter transport – ensuring children are supported to maintain appropriate behaviours for their safety and wellbeing (and other passengers), so as to not be causing a distraction or harm to themselves or others
- Ensuring children are provided a high degree of supervision near traffic
- Ensure regular 'head counts' are undertaken, including when leaving the kindergarten, departing from the bus/transport, arriving at excursion location, departing excursion location.
- Ensuring that there is enough staff/volunteers to provide additional support to children as needed (eg. Medical conditions, behaviour support) whilst meeting the needs of the wider excursion group as a whole
- Ensuring toileting needs can be adequately supported (for children, staff and volunteers)
- Ensuring any unforeseen emergencies can be managed to minimise the impact on children, staff and volunteers

Aquatic activities

- ratios for preschools must be endorsed by the Education Director.
- children in a preschool setting must be actively supervised (within arm's length – 1 to 2 metres) at all times when there is a risk of access to any water hazard (see [water safety in education and care settings \(PDF 352.2KB\)](#))

This Policy has been developed by the Frieda Corpe Governing Council

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